

Dr. D. Cover Sheet**Michael Higley-Vance****September 11, 2013**

EDU7002-8	Dr. Donna Rice
Educational Research Methodology	Assignment #4: Problem Statement

Based on the feedback you received on the topics in Activity 2, select one of those topics, and draft a Statement of the Research Problem. The draft Statement of the Research Problem should be supported by research literature and should have the characteristics identified in Activity 3. **Use the 'comment' feature of Microsoft Word to annotate the presence of those characteristics identified in Activity 3 within your draft.**

Length: A Statement of the Research Problem 250-300 words. Include 8-15 citations.

Additional instructions from Dr. Rice: For Activity 4 "Draft the Research Problem" ensure you include the seven characteristics as they relate to your problem statement using the comments feature.

1. The statement of the problem is well within 250-300 words
2. Clearly stated general problem
3. The general problem is described in more specific terms and more citations are offered to thoroughly ground all assertions in the literature
4. After presenting the general issue here is the specific focused problem statement using the phrase, "The specific problem is to investigate..."
5. The specific problem the research project will address is identified and validated by more citations.
6. A clear explanation of why this is a research worthy problem includes generous use of citations.
7. Eight to 15 citations were used to validate this brief problem statement.
8. Absolutely avoid one of the most common errors in problem statements (and literature reviews): reporting what previous researchers have done instead of using critically evaluated findings from previous research to demonstrate the existence of a gap in knowledge appropriate to a dissertation. Your problem statement must use sources to show what we know and do not know, not what researchers have done and not done.

Faculty Use Only

Michael, you have done a good job pointing out the characteristics of your problem statement. Some of this statement was a little disjointed – it needs to have sources to back up your statements, but NCU reviewers do not want you to lead with sources (e.g. According to....). They want to hear your voice backed up by experts in the field. Do not include page or paragraph numbers.

I can see you worked hard on this and appreciate your effort. It is very difficult to write a problem statement – probably the hardest part of the study. So do not be discouraged –

you are doing the hard work of creating a foundation for your study. Please add your revised problem statement (implementing my feedback) to the next Activity. I look forward to seeing your Purpose Statement in that Activity. In that you will need to point out the characteristics per the directions posted for Activity 5 (and here below the grading key).

Dr. Donna Rice	92	94	9/12/13
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Grading Key

10 Excellent	9 Above Average	8 Adequate	7 Needs Improvement	6 Not Acceptable
25 Excellent	20 Above Average	15 Adequate	10 Needs Improvement	5 Not Acceptable

Content 70%

8/10 Demonstrated a well-developed focus (started with a general problem) [see my comments – it looks like you had some of the build up after the specific problem. Once you state the specific problem discuss why the study is worthy of doctoral level research.](#)

10 Thorough points of development (Listed eight characteristics using the comments feature of Word)

10 A logical pattern or organization of discussion ideas and concepts required in activity (characteristics listed in logical order)

8/10 Achieved stated learning outcome(s) – a well developed problem statement [– the background on the characteristics needs to be concise and in porportion to the other things included in the problem statement \(behaviors and learning styles\).](#)

8/10 Integrated key concepts and terms from course materials (Best Practices document use apparent)

10 Evaluated and applied concepts learned (comprehension of concepts involved in problem statement development apparent)

10 At least five citations and references included (this number should continue to grow as you find more sources that back up your statements)

10 Supported insights and assertions through research and use of additional outside academic resources

10 Met length requirement

8/10 Ended with a justification that convinced me the study was worthy of doctoral level research be careful of showing bias toward the outcome. If you already know the answer no need to conduct the study. Strengthen the justification by adding the consequences if the study is not completed.

92/100 Total

Writing 30%

23/25 Appropriate and precise language

23/25 Proper use of APA

25 Clear divisions between the writer's voice and the sources used to support claims

23/25 Consistent use of standard American English in grammar and punctuation

94/100 Total

Do not forget you will need to point out the below characteristics in Activity 5

Items you will point out using the comments feature of word as in the sample are:

C1. The purpose statement is a single concise paragraph (this is an overall comment about the entire purpose statement. Highlight "Statement" and put it there. Page: 3

C9. The opening sentence is followed with a brief but clear overview of how, with whom and where the study will be carried out. (Highlight "a group of 10 teachers, 10 grade eight students, and three administrators will be interviewed from each school using a semi-structured interview protocol in order to gather their perceptions of factors that enable bullying behavior in their respective schools. A cross case analysis will be conducted to identify common and diverging themes associated with this phenomenon at the three research sites" or whatever your method and follow on plan is and put the comment there).

Draft of the Research Problem

Between 1998-1999 online course enrollment was reported to be at 19,000 and 47% of those learners did not successfully complete the online course (Tirrell & Quick, 2012, p. 581). Despite this difficulty, the national trend for enrollment in online courses has steadily grown with numbers reported in the fall of 2006 to be as high as 3.5 million (para. 3, p. 581) and in the fall of 2010 to be over 6.1 million (Allen & Seaman, 2011, p. 4). However, the numbers of online students who successfully complete these courses continue to decrease along with the second lowest enrollment numbers since 2002 (p. 4). The specific problem is to investigate how student learning styles, behaviors, and learner characteristics may contribute to the increase in online course participation and to a corresponding? successful course completion. According to Samruayruen, Enriquez, Natakutoong, and Samruayruen (2013), there are five characteristics learners must acquire in order to be successful in online learning environments. The study consistently supported intrinsic and self-efficacy as the most valuable learner characteristics to the education process. In any learning environment the ultimate success of a student is often intrinsic and in education this characteristic has been identified as one of the most important next to self-efficacy (Chen & Jang, 2010, p. 741; Jin Nam, 2012). These two learner characteristics remain the least researched learner characteristics (Graf & Kinshuk, 2006; 2011; Tirrell & Quick, 2012; Huang, Lin, & Huang, 2012; Samruayruen, Enriquez, Natakutoong, & Samruayruen, 2013) and an increased understanding in this area of need could help create an effective online learning environment that addresses multiple learning styles and learning characteristics. Thereby, increasing online course participation and successful course completion rates (McCarthy, M. 2010; Tirrell & Quick, 2012, pp. 581-582). Here add the consequences if the study is not performed.

Donna Rice 9/13/13 1:19 AM

Comment [1]: You do not need a paragraph and a page – you only include a paragraph if there is no page. Do not include pages or paragraphs unless you have direct quotations – which are discouraged.

Donna Rice 9/13/13 1:29 AM

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Donna Rice 9/13/13 2:01 AM

Comment [2]: This information belongs in the build up to the specific problem. Do not say “according to” Make the statement yourself and back it up with the source.

Donna Rice 9/13/13 2:04 AM

Comment [3]: This seems disconnected because in the specific problem statement you mention more than just learner characteristics so you will need to make the case for learning styles and behaviors too.

Donna Rice 9/13/13 2:04 AM

Comment [4]: Here starts your justification that the study is worthy of doctoral research

Donna Rice 9/13/13 2:05 AM

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Donna Rice 9/13/13 2:08 AM

Deleted: effectively

Donna Rice 9/13/13 2:09 AM

Comment [5]: Not a complete sentence and appears biased toward this outcome.

Draft of the Research Problem

Between 1998-1999 online course enrollment was reported to be at 19,000 and 47% of those learners did not successfully complete the online course (Tirrell & Quick, 2012, p. 581). Despite this difficulty, the national trend for enrollment in online courses has steadily grown with numbers reported in the fall of 2006 to be as high as 3.5 million (para. 3, p. 581) and in the fall of 2010 to be over 6.1 million (Allen & Seaman, 2011, p. 4). However, the numbers of online students who successfully complete these courses continue to decrease along with the second lowest enrollment numbers since 2002 (p. 4). The specific problem is to investigate how student learning styles, behaviors, and learner characteristics contribute to the increase in online course participation and to an equal successful course completion. According to Samruayruen, Enriquez, Natakuatoong, and Samruayruen (2013), there are five characteristics learners must acquire in order to be successful in online learning environments. The study consistently supported intrinsic and self-efficacy as the most valuable learner characteristics to the education process. In any learning environment the ultimate success of a student is often intrinsic and in education this characteristic has been identified as one of the most important next to self-efficacy (Chen & Jang, 2010, p. 741; Jin Nam, 2012). These two learner characteristics remain the least researched learner characteristics (Graf & Kinshuk, 2006; 2011; Tirrell & Quick, 2012; Huang, Lin, & Huang, 2012; Samruayruen, Enriquez, Natakuatoong, & Samruayruen, 2013) and an increase understanding in this area of need will help create an effective online learning environment that effectively addresses multiple learning styles and learning characteristics. Thereby, increasing online course participation and successful course completion rates (McCarthy, M. 2010; Tirrell & Quick, 2012, pp. 581-582).

M Higley 9/12/13 5:42 PM

Comment [6]: Statement of problem within 250-300 words.

M Higley 9/12/13 6:17 PM

Comment [7]: Clearly stated general problem.

M Higley 9/12/13 6:11 PM

Comment [8]: General problem is described using more citations

M Higley 9/12/13 6:22 PM

Comment [9]: The specific problem is introduced.

M Higley 9/12/13 6:54 PM

Comment [10]: The specific problem the investigation will address is identified and validated by more citations.

M Higley 9/12/13 6:55 PM

Comment [11]: An explanation of why this is a research worthy problem includes more citations.

References

- Allen, I., & Seaman, J. (2011). *Going the distance: Online Education in the United States, 2011*. Needham, MA: Sloan Consortium, 2011. Retrieved from <http://www.onlinelearningsurvey.com/reports/goingthedistance.pdf>
- Chen, K., & Jang, S. (2010). Motivation in online learning: Testing a model of self-determination theory. *Computers In Human Behavior*, 26(4), pp. 741-752. doi: 10.1016/j.chb.2010.01.011
- Graf, S., & Kinshuk, K. (2006, December). Considering learning styles in learning management systems: Investigating the behavior of students in an online course. *Semantic Media Adaptation and Personalization*, pp. 25-30. Retrieved from http://wit.at/people/graf/publications/graf_kinshuk_SMAP06.pdf
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- Jin Nam, C. (2012). Context and creativity: The theory of planned behavior as an alternative mechanism. *Social Behavior & Personality: An International Journal*, 40(4), pp. 681-692. Retrieved from <http://proxy1.ncu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=75245514&site=eds-live>
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- Samruayruen, B., Enriquez, J., Natakatoong, O., & Samruayruen, K. (2013). Self-regulated learning: A key of a successful learner in online learning environments in Thailand. *Journal Of Educational Computing Research*, 48(1), pp. 45-69. Retrieved from <http://proxy1.ncu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1000633&site=eds-live>
- Tirrell, T., & Quick, D. (2012). Chickering's seven principles of good practice: Student attrition in community college online courses. *Community College Journal Of Research And Practice*, 36(8), pp. 580-590. doi: 10.1080/10668920903054907

M Higley 9/12/13 7:04 PM

Comment [12]: Eight citations were used to validate this brief problem statement.